

To all secondary school teachers

Oxford University Press are the publishers of the following courses among many others:

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- Head Start Secondary English
- The Evolving World
- Certificate Business Studies
- Discovering Secondary Mathematics
- Comprehensive Secondary Biology
- Comprehensive Secondary Physics
- Comprehensive Secondary Chemistry
- Kiswahili Fasaha
- Certificate Geography
- God's People

These courses have been specifically written and designed to cater for a lively approach to teaching and learning in the new secondary syllabus.

In all these courses, this has been achieved through:

- well researched, up-to-date content written and tested by experienced authors and teachers
- attractive design of high professional standards
- lively incorporation of emerging/current issues into the content
- progressive and creative coverage of the syllabus at all levels
- teachers' books that are in the form of lesson plans

And now to make teachers' work easier, we are giving you this free booklet of sample schemes of work for secondary schools. Please note that these schemes are helpful only if you are using the Oxford courses listed above.

Should you need further information on our courses, or have comments, please do not hesitate to contact the undersigned.

Best wishes.

Yours truly,

James Ogolla

Business Development & Publicity Manager



Teacher's books also available!

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In the schemes of work

The number of lessons given in the schemes of work is an estimation of how long it would take to teach each topic. Each teacher should use this as a guide and progress at the pace of the students.

The learning/teaching materials given here are only suggestions. Teachers are advised to use what is locally available.

Similarly, the learning/teaching activities are just suggestions. Other suitable activities should be used.

Most of the references made in these schemes are from the above mentioned course books.

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Sample Schemes of Work

Head Start

Secondary English Form 1



English Form One Schemes of Work: Term One

English Form 1
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	1 & 2	Listening and speaking	Introductions	The learner should be able to introduce himself/herself and share his/her interests with others.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing • Role-play 	<ul style="list-style-type: none"> • Flash cards • Name tags 	Suitable 'icebreakers' organized by teacher	
	3	Introduction to the English course	The language skills: Listening Speaking Reading Writing	The learner should be able to state the importance of the four language skills.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Chart • Extracts from newspapers on importance of English skills 	Teacher's resources	
	4	Listening	Pronunciation	The learner should be able to demonstrate awareness that spelling in English may or may not be related to pronunciation.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 1 • Teacher's Book 1 page 1 	
	5	Reading	Comprehension	The learner should be able to read a passage and answer the set questions.	<ul style="list-style-type: none"> • Listening • Reading aloud • Discussion • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on the comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 1-2 • Teacher's Book 1 page 1 	
	6	Reading	Wordpower	The learner should be able to demonstrate ability to use the dictionary to build their vocabulary base.	<ul style="list-style-type: none"> • Listening • Reading aloud • Discussion • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 3-4 • Teacher's Book 1 page 1 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 6	1 & 2	Grammar	Parts of speech	The learner should be able to identify and explain the parts of speech.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Pictures • Audio tapes from KIE • Extracts from readers 	Head Start Secondary English Teacher's notes Charts of parts of speech	
	3	Grammar	Nouns	The learner should be able to identify and explain the functions of the main groups of nouns.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Pictures • Audio tapes from KIE • Chart • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 4-6 • Teacher's Book 1 page 2 	
	4	Grammar	Articles	The learner should be able to use articles correctly in sentences.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading • Listening 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Chart • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 6 • Teacher's Book 1 page 3 	
	5	Writing	Handwriting	The learner should be able to explain the importance of writing neatly and legibly.	<ul style="list-style-type: none"> • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Library books • Samples of good hand-writing 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 6-7 • Teacher's Book 1 page 3 	
	6	Listening and speaking	Close shave	The learner should be able to express their views on a given matter with supporting arguments.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 7 • Teacher's Book 1 page 3 	

For use with **Head Start Secondary English**

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	1	Speechwork	Etiquette	The learner should be able to use words and expressions that denote courtesy correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 8 • Teacher's Book 1 page 4 	
	2	Speechwork	/b/ and /d/ sounds	The learner should be able to pronounce sounds by reading aloud the given words.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Flash cards • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 8 • Teacher's Book 1 page 4 	
	3	Reading	Comprehension	The learner should be able to read a given passage and correctly answer questions on it.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on the comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 9-11 • Teacher's Book 1 page 4 	
	4	Reading	Wordpower	The learner should be able to derive the meaning of a word from contextual use.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 11-12 	
	5	Grammar	Abstract nouns and concrete nouns	The learner should be able to answer exercises on abstract and concrete nouns correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Real objects • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 12-13 • Teacher's Book 1 page 5 	

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English Form 1
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	6	Writing	Spelling	The learner should be able to recognize words that are pronounced the same way but have different spelling and meaning.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 12-13 • Teacher's Book 1 page 6 	
	1	Reading	Close shave	The learner should be able to explain how tone and choice of words can be used to show respect when speaking on telephone.	<ul style="list-style-type: none"> • Role-play • Reading • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Pictures • Supplementary readers for further reading 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 15 • Teacher's Book 1 page 6 	
WEEK 8	2	Listening and speaking	Sounds /k/ and /g/	The learner should be able to pronounce words with the two sounds correctly.	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 16 • Teacher's Book 1 page 7 	
	3	Reading	Comprehension	The learner should be able to read and answer questions on the given passage.	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 16-19 	
	4	Reading	Wordpower	The learner should be able to give meanings of words from the context rather than from the dictionary.	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 19-20 • Teacher's Book 1 page 8 	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	5	Grammar	Count and non-count nouns	The learner should be able to write out given exercises correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 20-22 • Teacher's Book 1 page 8 	
	6	Writing	Sentences	The learner should be able to write clear sentences that express a complete thought.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Extracts from readers • Audio tapes from KIE 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 23 • Teacher's Book 1 pages 8-9 	
WEEK 9	1	Listening and speaking	/tʃ/ and /dʒ/ sounds	The learner should be able to pronounce the /tʃ/ and /dʒ/ sounds correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 25 • Teacher's Book 1 page 9 	
	2	Reading	Comprehension	The learner should be able to read a passage and answer questions correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 25-27 • Teacher's Book 1 page 10 	
	3	Reading	Wordpower	The learner should be able to use new words correctly in sentences.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 27-28 • Teacher's Book 1 page 10 	

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English Form 1
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	4	Grammar	Plural nouns	The learner should be able to use plural and irregular nouns.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 28-30 • Teacher's Book 1 page 11 	
	5	Writing	Short, simple sentences and long, compound sentences	The learner should be able to use a variety of sentences in writing.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Extracts from readers • Audio tapes from KIE 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 31 • Teacher's Book 1 page 11 	
	6	Speechwork	Close shave	The learner should be able to tell similar stories.	<ul style="list-style-type: none"> • Listening • Narrating • Discussing • Reading • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 31 • Teacher's Book 1 page 12 	
WEEK 10	1	Reading	Forms of Literature: <ul style="list-style-type: none"> • Oral Literature • Written Literature • Plays • Novels • Short stories • Poetry 	The learner should be able to identify and describe the different forms of Literature.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Audio tapes from KIE • Readers 	Teacher's notes Samples of each type of Literature	
	2	Reading	Introduction to Oral Literature	The learner should be able to state characteristics of Oral Literature.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Resource person 	Teacher's notes	
	3	Listening and speaking	Trickster stories	The learner should be able to identify the features of trickster narratives.	<ul style="list-style-type: none"> • Reading • Narration • Speaking • Writing 	<ul style="list-style-type: none"> • Resource person • Chart • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 32 • Teacher's Book 1 pages 12-13 	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	4	Listening and speaking	/f/ and /tʃ/ sounds	The learner should be able to distinguish between the two sounds.	<ul style="list-style-type: none"> Listening Speaking Writing Reading 	<ul style="list-style-type: none"> Audio tapes from KIE Flash cards Chart 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 32 Teacher's Book 1 page 13 	
	5	Reading	Comprehension	The learner should be able to answer questions on the passage.	<ul style="list-style-type: none"> Listening Speaking Writing Reading 	<ul style="list-style-type: none"> Supplementary readers for further reading Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 32-34 Teacher's Book 1 page 14 	
	6	Grammar	Articles	The learner will be able to use 'a', 'an' and 'the' correctly.	<ul style="list-style-type: none"> Reading Narration Speaking Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Pictures Chart Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 35-37 Teacher's Book 1 pages 14-15 	
WEEK 11	1	Writing	Paragraphs	The learner should be able to write using paragraphs and topic sentences correctly.	<ul style="list-style-type: none"> Writing Speaking Listening 	<ul style="list-style-type: none"> Extracts from readers Chart Audio tapes from KIE 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 37-38 Teacher's Book 1 page 15 	
	2	Listening and speaking	/f/ and /v/ sounds	The learner should be able to pronounce the two sounds correctly.	<ul style="list-style-type: none"> Reading Writing Speaking Listening 	<ul style="list-style-type: none"> Audio tapes from KIE Flash cards Chart 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 39 Teacher's Book 1 page 16 	

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English Form 1
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 11	3	Reading	Comprehension	The learner should be able to read and give correct answers to the questions on the given passage.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 39-41 • Teacher's Book 1 page 16 	
	4	Grammar	Articles	The learner should be able to pick out all the articles used in the passage.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 42-43 • Teacher's Book 1 page 17 	
	5	Writing	Paragraphing	The learner should be able to write well organized paragraphs in a passage, describing the preparation of a popular dish.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Extracts from readers • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 43-44 • Teacher's Book 1 page 17 	
	6	Listening and speaking	/s/ and /z/ sounds	The learner should be able to pronounce the two sounds correctly.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking • Dramatization 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 45 • Teacher's Book 1 page 18 	
WEEK 12	1	Reading	Comprehension	The learner should be able to answers questions on the given passage.	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 45-47 • Teacher's Book 1 page 19 	

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English Form 1
Schemes of Work
Term 1

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	2	Grammar	Personal pronouns	The learner should be able to use pronouns correctly in given exercises.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Chart • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 48-50 • Teacher's Book 1 pages 19-20 	
	3	Writing	Order in a paragraph	The learner should be able to organize jumbled paragraphs.	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening 	<ul style="list-style-type: none"> • Chart • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 51-52 • Teacher's Book 1 page 20 	
	4	Reading	Using the library	The learner should be able to use the library properly.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • School library • Model of the library showing various sections 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 211-212 	
	5	Listening and speaking	Listening comprehension and speechwork on /s/ and /f/ sounds	The learner should be able to answer questions correctly and pronounce the /s/ and /f/ sounds correctly.	<ul style="list-style-type: none"> • Listening • Narrating • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 53 • Teacher's Book 1 page 20 	
	6	Reading	Comprehension	The learner should be able to answer questions on given passages correctly.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 54-56 • Teacher's Book 1 pages 21-22 	

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English Form 1
Schemes of Work
Term 1

WEEK 13	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
	1	Grammar	Possessive pronouns	The learner should be able to use possessive pronouns correctly in sentences.	<ul style="list-style-type: none"> • Speaking • Reading • Listening • Writing 	<ul style="list-style-type: none"> • Flash cards • Audio tapes • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 57 • Teacher's Book 1 pages 23-24 	
	2	Writing	Paragraph unity	The learner should be able to write paragraphs on given topics.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 58 • Teacher's Book 1 page 23 	
	3	Listening and speaking	/l/ and /r/ sounds	The learner should be able to pronounce /l/ and /r/ sounds correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 60-61 • Teacher's Book 1 pages 23-24 	
	4	Reading	Comprehension	The learner should be able to answer questions on given passages correctly.	<ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing 	<ul style="list-style-type: none"> • Dictionary • Supplementary readers for further reading 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 61-64 • Teacher's Book 1 pages 24-25 	
	5	Grammar	Possessive pronouns	The learner should be able to write out given exercises on reflexive pronouns correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing • Reading 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 57-58 • Teacher's Book 1 page 25 	
	6	Writing	Paragraph unity	The learner should be able to link ideas in their paragraphs to the topic sentence.	<ul style="list-style-type: none"> • Listening • Narrating • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 58-59 • Teacher's Book 1 page 26 	

English Form One Schemes of Work: Term 2

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	<ul style="list-style-type: none"> riddles /i/ and /ie/ sounds 	The learner should be able to: <ul style="list-style-type: none"> Say what riddles are and mention some characteristics Pronounce /i/ and /ie/ correctly. 	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Chart Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 71-72 Teacher's Book 1 page 30 	
	2	Reading	Comprehension	The learner should be able to answer set questions and vocabulary exercises correctly.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Supplementary readers for further reading Chart on the comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 72-74 Teacher's Book 1 page 31 	
	3	Speaking	Let's talk	The learner should be able to argue for or against the presence of family rules, reflecting critical thinking and analysis.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Chart on process of debating 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 75 Teacher's Book 1 page 31 	
	4	Grammar	Simple present tense	The learner should be able to explain the uses of the simple present tense and answer given questions.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Extracts from readers Pictures 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 75-78 Teacher's Book 1 page 32 	
	5	Writing	Punctuation: Capital letters and commas	The learner should be able to list the uses of capital letters and do the given exercises.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Extracts from readers Chart 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 77 Teacher's Book 1 page 32 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	6	Speaking	Close shave	The learner should be able to identify double-meaning in the story and share similar stories.	<ul style="list-style-type: none"> • Reading • Speaking • Listening 	<ul style="list-style-type: none"> • Supplementary readers for further reading 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 78 • Teacher's Book 1 page 32 	
	1	Listening and speaking	Riddles /æ/ and /e/ sounds	The learner should be able to: <ul style="list-style-type: none"> • review the characteristics of riddles. • use /æ/ and /e/ sounds correctly. 	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 79 • Teacher's Book 1 page 33 	
WEEK 2	2	Reading	Comprehension	The learner should be able to answer questions on the set passage.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 79-83 • Teacher's Book 1 pages 33-34 	
	3	Reading	Wordpower	The learner should be able to: <ul style="list-style-type: none"> • work out word meanings from context. • use them in their own sentences. 	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 82 • Teacher's Book 1 pages 33-34 	
	4	Grammar	Simple past tense	The learner should will be able to use the simple past tense correctly.	<ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 83-84 • Teacher's Book 1 pages 34-35 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	5	Writing	Final punctuation marks	The learner should be able to use punctuation marks correctly.	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 85-86 • Teacher's Book 1 page 35 	
	6	Speaking	Close shave	The learner should be able to display the ability to reason and write similar stories.	<ul style="list-style-type: none"> • Listening • Reading • Speaking • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 86 • Teacher's Book 1 page 35 	
WEEK 3	1	Reading	Short story	The learner should be able to read, interpret and analyze plot, characters and themes.	<ul style="list-style-type: none"> • Expressive reading • Dramatization • Discussion • Note taking 	<ul style="list-style-type: none"> • Chart showing aspects of analysis • Audio tapes from KIE 	A selected anthology of short stories	
	2	Reading	Extensive reading – HIV and AIDS	The learner should be able to list information read from newspapers and magazines in the library.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing short lists and short notes 	<ul style="list-style-type: none"> • Library • Chart 	Old newspapers and magazines	
	3	Listening and speaking	Ogre stories /æ/ and /ʌ/ sounds	The learner should be able to: <ul style="list-style-type: none"> • pronounce /æ/ and /ʌ/ correctly. • identify the features of ogre stories and tell similar stories. 	<ul style="list-style-type: none"> • Listening • Speaking • Dramatization • Writing 	<ul style="list-style-type: none"> • Plain cards • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 87 • Teacher's Book 1 pages 36-38 	
	4	Reading	Comprehension	The learner should be able to: <ul style="list-style-type: none"> • answer questions on the passage. • use the vocabulary correctly. 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Dictionary • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 87-90 • Teacher's Book 1 pages 38-39 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	5	Grammar	Regular and irregular verbs	The learner should be able to define 'regular and irregular verbs' and answer questions on given exercises.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Extracts from readers Pictures Chart 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 91-92 Teacher's Book 1 page 40 	
	6	Writing	Diaries	The learner should be able to keep a diary for one week.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Extracts from readers Chart 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 92 Teacher's Book 1 page 40 	
WEEK 4	1	Listening	Poetry	The learner should be able to state characteristics and functions of poetry.	<ul style="list-style-type: none"> Listening Discussion Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Poetry Anthology 	Samples of suitable poems	
	2	Reading	Using a library	The learner should be able to explain how books are arranged in a library using a catalogue.	<ul style="list-style-type: none"> Listening Asking questions Note taking Reading 	<ul style="list-style-type: none"> Library Model showing sections in library 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 211-212 	
	3	Listening and speaking	Ideophones and onomatopoeia	The learner should be able to define 'ideophone' and 'onomatopoeia' and use them in sentences.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 94-95 Teacher's Book 1 page 41 	
	4	Reading	Comprehension	The learner should be able to ask questions on the passage and use the vocabulary correctly in sentences.	<ul style="list-style-type: none"> Reading Listening Speaking Writing 	<ul style="list-style-type: none"> Supplementary readers for further reading Dictionary Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 95-98 Teacher's Book 1 page 41 	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	5	Grammar	Regular and irregular verbs	The learner should be able to answer questions.	<ul style="list-style-type: none"> • Reading • Writing • Discussion 	<ul style="list-style-type: none"> • Extracts from readers • Pictures • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 98-99 • Teacher's Book 1 page 42 	
	6	Writing	Addresses	The learner will be able to write a formal letter using the correct format.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Extracts from readers • Charts • Real letters 	Addressed envelopes Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 101-102 • Teacher's Book 1 page 43 	
WEEK 5	1	Listening and speaking	Narrative Pronunciation: /ɑ:/ and /ɜ:/	The learner should be able to: <ul style="list-style-type: none"> • answer questions on given narratives. • pronounce /ɑ:/ and /ɜ:/. 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Charts 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 103 • Teacher's Book 1 page 45 	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 103-105 • Teacher's Book 1 page 45 	
	3	Reading	Wordpower	The learner should be able to use new words correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Dictionary • Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 105 • Teacher's Book 1 page 45 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	4	Reading	Short story	The learner should be able to analyze a short story in terms of plot, characters and themes.	<ul style="list-style-type: none"> • Listening • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Short stories 	Anthology of short stories	
	5	Writing	Spelling	The learner should be able to write correctly words read out.	<ul style="list-style-type: none"> • Listening • Writing 	<ul style="list-style-type: none"> • Flash cards • Pictures 	Teacher's list	
	6	Speechwork	Story telling	The learner should be able to identify the various devices in oral narration.	<ul style="list-style-type: none"> • Listening • Narrating • Discussing • Reading • Writing 	<ul style="list-style-type: none"> • Chart • Audio tapes from KIE • Resource person 	Teacher's resources	
WEEK 6	1	Grammar	Comparatives and superlatives	The learner should identify the comparative and superlative form of verbs.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Pictures • Audio tapes from KIE • Chart 	Objects of different weights, sizes etc. Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 106 • Teacher's Book 1 page 46 	
	2	Writing	Addressing envelopes	The learner should be able to address envelopes correctly.	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Real envelopes • Extracts from readers • Chart 	Addressed envelopes Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 108 • Teacher's Book 1 page 76 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 6	3	Speechwork	Close shave	The learner should be able to polish speech skills.	<ul style="list-style-type: none"> Listening Speaking Reading Writing 	<ul style="list-style-type: none"> Supplementary readers for further reading 	Pictures Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 109 Teacher's Book 1 page 46 	
	4	Oral Literature	Legends	The learner should be able to state characteristics of legends.	<ul style="list-style-type: none"> Narratives Listening Group discussion Writing 	<ul style="list-style-type: none"> Chart Field visits resource person Audio tapes from KIE 	Studying Oral Literature by Okumba Miruka.	
	5	Reading	Reading skills	The learner should be able to practise skimming skills to collect information on emerging issues of teacher's choice.	<ul style="list-style-type: none"> Silent reading Writing Oral presentations Writing 	<ul style="list-style-type: none"> Extracts from readers 	Library references: Journals, newspapers, magazines, video tapes	
	6	Reading	Poetry	The learner should be able to answer questions set on the poem.	<ul style="list-style-type: none"> Expressive reading Group discussion Writing 	<ul style="list-style-type: none"> Audio tapes from KIE Anthology of poems 	Teacher's choice of poem	
WEEK 7	1	Listening and speaking	/ɒ/ and /ɔ:/ sounds Repetition in poetry	The learner should be able to: <ul style="list-style-type: none"> pronounce /ɒ/ and /ɔ:/ correctly. state the use of repetition in poetry. 	<ul style="list-style-type: none"> Speaking Listening Reading Writing 	<ul style="list-style-type: none"> Flash cards Chart Audio tapes from KIE 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 page 110 Teacher's Book 1 page 47 	
	2	Reading	Comprehension	The learner should be able to answer questions from passage correctly.	<ul style="list-style-type: none"> Discussion Reading Writing 	<ul style="list-style-type: none"> Supplementary readers for further reading Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> Student's Book 1 pages 111-113 Teacher's Book 1 page 47 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	3	Reading	Vocabulary	The learner should be able to use new words correctly.	<ul style="list-style-type: none"> • Reading • Writing • Speaking 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 113 • Teacher's Book 1 pages 47-48 	
	4	Grammar	Regular and irregular adjectives	The learner should be able to add –er and –est to form comparatives and superlatives.	<ul style="list-style-type: none"> • Reading • Writing • Speaking 	<ul style="list-style-type: none"> • Pictures • Extracts from readers • Chart • Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 114-115 • Teacher's Book 1 page 48 	
	5	Writing	Informal letters	The learner should be able to write a friendly letter.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Real letters • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 116 • Teacher's Book 1 page 49 	
	6	Reading	Short story	The learner should be able to analyze the plot, characters, themes and style of a short story.	<ul style="list-style-type: none"> • Expressive reading • Dramatize • Writing • Discussion 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart 	Anthology of short stories	
WEEK 8	1	Listening and speaking	Narrative /ʊ/ and /u:/ sounds	The learner should be able to: <ul style="list-style-type: none"> • answer questions on narrative correctly. • pronounce /ʊ/ and /u:/ correctly. 	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 117 • Teacher's Book 1 page 49 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 117-120 • Teacher's Book 1 page 51 	
	3	Reading	Vocabulary	The learner should be able to use new words correctly.	<ul style="list-style-type: none"> • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 120-121 • Teacher's Book 1 page 50 	
	4	Grammar	Gradable and non-gradable adjectives	The learner should be able to use gradable and non-gradable adjectives.	<ul style="list-style-type: none"> • Discussion • Listening • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Chart • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 121-123 • Teacher's Book 1 pages 51-52 	
	5	Writing	Informal letters: Punctuation	The learner should be able to: <ul style="list-style-type: none"> • address an informal letter correctly. • paragraph and punctuate correctly. • use appropriate language. 	<ul style="list-style-type: none"> • Discussion • Listening • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Real letters 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 123 • Teacher's Book 1 page 52 	
	6	Oral Literature	Trickster narratives	The learner should be able to state the characteristics of trickster narratives.	<ul style="list-style-type: none"> • Narration • Listening • Discussion • Role-play 	<ul style="list-style-type: none"> • Resource person • Chart • Audio tapes from KIE 	Studying Oral Literature by Okumba Miruka	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	1	Listening and speaking	Turn taking in conversation /ʌ/ and /ɑ:/ sounds	The learner should be able to practise turn taking and pronounce /ʌ/ and /ɑ:/ correctly.	<ul style="list-style-type: none"> • Readers in pairs • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 125 • Teacher's Book 1 page 52 	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Supplementary readers • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 125-128 • Teacher's Book 1 page 53 	
	3	Reading	Wordpower	The learner should be able to use the new words correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 128 • Teacher's Book 1 page 53 	
	4	Grammar	Adverbs of manner	The learner should be able to identify and use adverbs of manner correctly.	<ul style="list-style-type: none"> • Reading • Writing • Discussion 	<ul style="list-style-type: none"> • Extracts from readers • Pictures • Chart • Audio tapes from KIE 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 129-130 • Teacher's Book 1 page 54 	
	5	Writing	Informal letters	The learner should be able to write an informal letter.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Real letters • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 131 • Teacher's Book 1 page 55 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	6	Reading	Poetry	The learner should be able to identify rhyme in poems.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart 	A poetry Course by Hargreaves and Robins	
	1	Listening and speaking	/ɒ/ and /ʌ/ sounds	The learner should be able to: <ul style="list-style-type: none"> • discuss his/her hobbies. • pronounce /ɒ/ and /ʌ/ correctly. 	<ul style="list-style-type: none"> • Dramatization • Discussion • Reading 	<ul style="list-style-type: none"> • Flash cards • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 133 • Teacher's Book 1 page 55 	
WEEK 10	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Reading aloud • Silent reading • Discussion • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 133-135 • Teacher's Book 1 page 56 	
	3	Grammar	Adverbs	The learner should be able to identify and use adverbs correctly.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 128 • Teacher's Book 1 page 53 	
	4	Writing	Creative writing	The learner should be able to write creatively on a given topic.	<ul style="list-style-type: none"> • Reading • Sample writing • Listening • Speaking • Discussion 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Chart 	Samples Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 138 • Teacher's Book 1 page 57 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 2

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	5	Reading	Poetry	The learner should be able to answer questions on a given poem.	<ul style="list-style-type: none"> • Reading • Discussion • Listening • Writing 	<ul style="list-style-type: none"> • Anthology of poems • Audio tapes from KIE 	Teacher's own choice	
	6	Reading	Short stories	The learner should be able to analyze plot, themes and characters of a short story.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Anthology of short stories 	Teacher's choice of anthology	
WEEK 11	1	Listening and speaking	Ogre narrative	The learner should be able to answer questions set on the narrative.	<ul style="list-style-type: none"> • Listening • Speaking • Dramatization 	<ul style="list-style-type: none"> • Resource person • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 139 • Teacher's Book 1 pages 58-59 	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Silent reading • Role-play • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 140-141 • Teacher's Book 1 page 60 	
	3	Grammar	Plurals, tenses and adverbs	The learner should be able to use plurals, tense and adverbs correctly.	<ul style="list-style-type: none"> • Reading • Writing • Discussion 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 142 • Teacher's Book 1 pages 60-61 	
	4	Writing	Informal letter	The learner should be able to: <ul style="list-style-type: none"> • write an informal letter. • demonstrate a mastery of language and format of an informal letter. 	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 143 • Teacher's Book 1 page 62 	

For use with *Head Start Secondary English*

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	5	Oral Literature	Dilemma narratives	The learner should be able to state the characteristics of dilemma narratives and their uses.	<ul style="list-style-type: none"> • Narration • Listening • Discussion • Writing 	<ul style="list-style-type: none"> • Resource person • Field visits • Chart • Pictures 	Studying Oral Literature by Okumba Miruka	
	6	Writing	Emerging issues	The learner should be able to write on an emerging issue of the teacher's choice.	<ul style="list-style-type: none"> • Discussion • Writing • Reading • Presentation 	<ul style="list-style-type: none"> • Supplementary readers • Library 	Library Newspapers Magazines Periodicals	

English Form One Schemes of Work: Term Three

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 1	1	Listening and speaking	The diphthong /ei/	The learner should be able to pronounce words with /ei/ sound correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Pictures • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 144 • Teacher's Book 1 page 62 	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage.	<ul style="list-style-type: none"> • Silent reading • Listening • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 145-146 • Teacher's Book 1 page 63 	
	3	Reading	Wordpower	The learner should be able to use new words correctly.	<ul style="list-style-type: none"> • Pair work • Discussion • Listening 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 147 • Teacher's Book 1 page 63 	
	4	Reading	Short story	The learner should be able to analyze plot, themes and characters in a short story.	<ul style="list-style-type: none"> • Reading • Dramatization • Writing • Discussion 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart 	Anthology of short stories	
	5	Grammar	Coordinating conjunctions	The learner should be able to identify and use coordinating conjunctions correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Pictures • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 148-149 • Teacher's Book 1 pages 63-64 	
	6	Reading	Metaphor in poetry	The learner should be able to identify and explain the use of metaphors in poetry.	<ul style="list-style-type: none"> • Expressive reading • Dramatization • Discussion 	<ul style="list-style-type: none"> • Anthology of poetry • Pictures 	Teacher's choice of suitable poem	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	1	Writing	Note making	The learner should be able to make notes on given passage.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 151 • Teacher's Book 1 page 64 	
	2	Listening and speaking	The sound /ai/	The learner should be able to pronounce the sound /ai/ correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart • Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 152 • Teacher's Book 1 page 65 	
	3	Reading	Comprehension	The learner should be able to answer questions on the given passage correctly.	<ul style="list-style-type: none"> • Reading • Speaking • Listening 	<ul style="list-style-type: none"> • Supplementary readers • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 152 • Teacher's Book 1 page 65 	
	4	Grammar	Simple prepositions	The learner should be able to identify and use simple prepositions correctly.	<ul style="list-style-type: none"> • Reading • Speaking • Listening • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 155 • Teacher's Book 1 pages 66-67 	
	5	Writing	Note making	The learner should be able to make notes on a given passage.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 156-157 • Teacher's Book 1 page 67 	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 2	6	Oral Literature	Aetiological tales	The learner should be able to state the characteristics of explanatory tales.	<ul style="list-style-type: none"> • Narration • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Resource person • Audio tapes from KIE • Chart • Field visits 	Studying Oral Literature by Okumba Miruka	
WEEK 3	1	Listening and speaking	The /oi/ sound	The learner should be able to articulate the /oi/ sound correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 158 • Teacher's Book 1 page 67 	
	2	Reading	Comprehension	The learner should be able to answer questions in the passage correctly.	<ul style="list-style-type: none"> • Discussion • Reading aloud • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 158 • Teacher's Book 1 page 68 	
	3	Reading	Wordpower	The learner should be able to use new words correctly in sentences.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 160 • Teacher's Book 1 page 68 	
	4	Grammar	Simple prepositions	The learner should be able to use prepositions of place and movement correctly in given exercises.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 162-164 • Teacher's Book 1 pages 68-69 	
	5	Writing	Taking notes and making notes	The learner should be able to distinguish between making notes and taking notes.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 164 • Teacher's Book 1 page 69 	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 3	6	Reading	Drama	The learner should be able to state the characteristics of written drama.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Model stage • Chart 	Chosen play Teacher's notes	
	1	Listening and speaking	The sound /ou/	The learner should be able to pronounce the sound /ou/ correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 165 • Teacher's Book 1 page 70 	
WEEK 4	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 165 • Teacher's Book 1 page 70 	
	3	Reading	Wordpower	The learner should be able to demonstrate the ability to look up words in the dictionary and use new words correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 167 • Teacher's Book 1 page 70 	
	4	Grammar	Noun phrase pre modifiers	The learner should be able to identify and use noun phrase pre-modifiers correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 168-169 • Teacher's Book 1 page 72 	
	5	Speechwork	Debate	The learner should be able to discuss the merits and demerits of modern science.	<ul style="list-style-type: none"> • Speaking • Listening • Writing 	<ul style="list-style-type: none"> • Chart on process of debating 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 168 • Teacher's Book 1 page 72 	

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English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 4	6	Reading	Drama	The learner should be able to explain the various literary drama techniques.	<ul style="list-style-type: none"> • Reading • Discussion • Dramatization • Writing 	<ul style="list-style-type: none"> • Chart on stage • Audio tapes from KIE 	Chosen play	
WEEK 5	1	Writing	Taking notes	The learner should be able to take notes on a story.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers • Chart • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 169 • Teacher's Book 1 page 72 	
	2	Reading	Irony in poetry	The learner should be able to identify irony in a poem.	<ul style="list-style-type: none"> • Group work • Expressive reading • Writing 	<ul style="list-style-type: none"> • Anthology of poems • Audio tapes from KIE 	Teacher's choice from recommended anthology	
	3	Listening and speaking	/o/ sound	The learner should be able to pronounce the sound /o/ correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading 	<ul style="list-style-type: none"> • Flash cards • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 171 • Teacher's Book 1 page 73 	
	4	Reading	Comprehension	The learner should be able to answer questions on set passage correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Supplementary readers • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 173 • Teacher's Book 1 page 73 	
	5	Reading	Wordpower	The learner should be able to use new words and phrases correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 174 • Teacher's Book 1 page 73 	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 5	6	Oral Literature	Tongue-twisters	The learner should be able to state the characteristics of tongue-twisters.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart • Flash cards • Field visits 	Studying Oral Literature by Okumba Miruka	
	1	Grammar	Noun phrase post-modifiers	The learner should be able to identify and use non phrase pre-modifiers correctly.	<ul style="list-style-type: none"> • Speaking • Listening • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Pictures • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 177 • Teacher's Book 1 page 75 	
WEEK 6	2	Writing	Imaginative writing	The learner should be able to write imaginatively.	<ul style="list-style-type: none"> • Expressive reading • Listening • Discussion • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 177 • Teacher's Book 1 page 75 	
	3	Reading	Poetry	The learner should be able to describe suggested relationships in poems.	<ul style="list-style-type: none"> • Speaking • Listening • Discussion • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart • Flash cards 	Teacher's choice	
	4	Oral Literature	Tongue-twisters	The learner should be able to state the functions of tongue-twisters	<ul style="list-style-type: none"> • Speaking • Listening • Discussion • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards 	Studying Oral Literature by Okumba Miruka	
	5	Reading	Extensive reading: Drugs abuse	The learner should be able to write down information read from newspapers and magazines in the library.	<ul style="list-style-type: none"> • Listening • Speaking • Writing lists • Reading 	<ul style="list-style-type: none"> • Readers 	Magazines and journals from school library	
	6	Reading	Play	The learner should be able to read and analyze the plot, themes and characters in the play.	<ul style="list-style-type: none"> • Dramatization • Reading • Writing • Discussion 	<ul style="list-style-type: none"> • Audio tapes from KIE • Supplementary readers for further reading 	Teacher's choice of play	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 7	1	Listening and speaking	/iə/ sound	The learner should be able to articulate the /iə/ sound correctly.	<ul style="list-style-type: none"> • Dictation • Pronunciation drills • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 178 • Teacher's Book 1 page 75 	
	2	Reading	Comprehension	The learner should be able to answer questions set on the passage correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 178 • Teacher's Book 1 page 76 	
	3	Reading	Wordpower	The learner be able to define new words and use them correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 180 • Teacher's Book 1 page 75 	
	4	Grammar	Declarative and negative sentences	The learner should be able to identify and use declarative and negative sentences appropriately.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 181 • Teacher's Book 1 page 77 	
	5	Writing	Imaginative composition	The learner will be able to write imaginatively using the five senses.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Extracts from readers • Pictures • Audio tapes from KIE 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 183 • Teacher's Book 1 page 77 	
	6	Reading	Play	The learner should be able to read and analyze a scene in a play.	<ul style="list-style-type: none"> • Dramatization • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Pictures 	Teacher's choice of play	

For use with **Head Start Secondary English**

English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	1	Listening and speaking	The /ea/ sound	The learner should be able to pronounce the given /ea/ sound correctly.	<ul style="list-style-type: none"> • Discussion • Reading aloud • Listening 	<ul style="list-style-type: none"> • Audio tapes from KIE • Flash cards • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 185 • Teacher's Book 1 page 78 	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Expressive reading • Listening • Writing • Discussion 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 185 • Teacher's Book 1 page 78 	
	3	Reading	Wordpower	The learner should be able to appreciate meaning of words in context.	<ul style="list-style-type: none"> • Discussion • Listening • Writing 	<ul style="list-style-type: none"> • Flash cards • Dictionary 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 187 • Teacher's Book 1 page 78 	
	4	Grammar	Interrogating clauses	The learner be able to identify and use interrogating clauses correctly.	<ul style="list-style-type: none"> • Reading • Listening • Discussion • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Pictures • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 188 • Teacher's Book 1 page 79 	
	5	Writing	Writing simple verses/poems	The learner should be able to write simple poems.	<ul style="list-style-type: none"> • Discussion • Reading • Writing • Listening 	<ul style="list-style-type: none"> • Anthology of poems • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 191 • Teacher's Book 1 page 79 	

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English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 8	6	Reading	Poetry	The learner should be able to discuss the subject matter of a given poem.	<ul style="list-style-type: none"> • Dramatization • Reading • Writing • Discussion 	<ul style="list-style-type: none"> • Anthology of poems 	Teacher's choice from anthology	
WEEK 9	1	Listening and speaking	The /ua/ sound	The learner should be able to pronounce the /ua/ sound correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Flash cards • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 192 • Teacher's Book 1 page 81 	
	2	Reading	Comprehension	The learner should be able to answer set questions on the passage correctly.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 192 • Teacher's Book 1 page 81 	
	3	Reading	Wordpower	The learner should be able to use new words correctly in sentences.	<ul style="list-style-type: none"> • Discussion • Reading • Listening • Writing 	<ul style="list-style-type: none"> • Dictionary • Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 194 • Teacher's Book 1 page 81 	
	4	Grammar	'Wh' questions	The learner should be able to answer questions on set exercises correctly.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Extracts from readers • Audio tapes from KIE • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 196 • Teacher's Book 1 page 82 	
	5	Writing	Public notices	The learner should be able to write their own notices.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Pictures • Posters 	Sample of notices	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 9	6	Reading	Intensive reading	The learner should be able to analyze plot, themes and style of a play.	<ul style="list-style-type: none"> • Dramatization • Reading • Writing • Discussion 	<ul style="list-style-type: none"> • Chart • Supplementary readers for further reading 	Play of Teacher's choice	
WEEK 10	1	Listening and speaking	/e/ and /ei/ sounds	The learner should be able to articulate the /e/ and /ei/ sounds correctly.	<ul style="list-style-type: none"> • Pair work • Speaking • Reading • Listening 	<ul style="list-style-type: none"> • Flash cards • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 200 • Teacher's Book 1 page 84 	
	2	Reading	Comprehension	The learner should be able to answer questions from the passage correctly.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Supplementary readers • chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 200 • Teacher's Book 1 pages 84-85 	
	3	Reading	Vocabulary	The learner should be able to use new words correctly in sentences.	<ul style="list-style-type: none"> • Reading • Discussion • Writing 	<ul style="list-style-type: none"> • Dictionary • Flash cards 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 203 • Teacher's Book 1 page 84 	
	4	Grammar	Imperative and explanative clauses	The learner should be able to use imperative and exclamative clauses.	<ul style="list-style-type: none"> • Reading • Listening • Speaking • Writing 	<ul style="list-style-type: none"> • Extracts from readers • Pictures • Audio tapes from KIE • Chart 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 pages 203-204 • Teacher's Book 1 page 85 	
	5	Reading	Intensive reading	The learner should be able to analyze plot, themes, character and style of a play.	<ul style="list-style-type: none"> • Dramatization 	<ul style="list-style-type: none"> • Chart • Supplementary readers for further reading 	Teacher's choice of suitable play	

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English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 10	6	Reading	Intensive reading	The learner should be able to analyze subjects, style and themes of poem.	<ul style="list-style-type: none"> • Listening • Reading • Writing • Speaking 	<ul style="list-style-type: none"> • Anthology of poems • Chart • Audio tapes 	Teacher's choice of love poem	
WEEK 11	1	Writing	Keeping clear records	The learner will be able to make an inventory of the items in their classroom.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Real records • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 205 • Teacher's Book 1 page 86 	
	2	Speechwork	Emerging issues: Corruption	The learner should be able to express views on the given topic.	<ul style="list-style-type: none"> • Discussion • Reading • Writing 	<ul style="list-style-type: none"> • Readers 	Newspapers and magazines from school library	
	3	Reading	Intensive reading	The learner should be able to analyze the play in terms of plot, setting, characters and themes.	<ul style="list-style-type: none"> • Group discussion • Dramatization • Writing • Reading 	<ul style="list-style-type: none"> • Chart • Supplementary readers for further reading 	Teacher's choice of play	
	4	Writing	Completing stories	The learner should be able to complete a given story.	<ul style="list-style-type: none"> • Reading • Writing • Group work 	<ul style="list-style-type: none"> • Chart • Readers • Pictures 	Teacher's own choice	
	5	Reading	Intensive reading	The learner should be able to discuss the plot, themes, style and character in a given poem.	<ul style="list-style-type: none"> • Expressive reading • Listening • Discussion • Writing 	<ul style="list-style-type: none"> • Anthology of poems • Audio tapes from KIE 	Teacher's choice	
	6	Reading	Intensive reading	The learner should be able to state and explain the functions of Literature.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Chart • Readers 	Teacher's resources	

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English Form 1
Schemes of Work
Term 3

	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	1	Listening and speaking	Oral narrative	The learner should be able to listen efficiently to an oral narrative and answer the set questions correctly.	<ul style="list-style-type: none"> • Listening • Speaking • Reading • Writing 	<ul style="list-style-type: none"> • Pre-recorded material 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 206 • Teacher's Book 1 page 87 	
	2	Reading	Comprehension	The learner should be able to answer questions on the passage correctly.	<ul style="list-style-type: none"> • Reading aloud • Discussion • Writing 	<ul style="list-style-type: none"> • Supplementary readers for further reading • Chart on comprehension skills 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 206 • Teacher's Book 1 page 87 	
	3	Grammar	Revision of: <ul style="list-style-type: none"> • Conjunctions • Prepositions • Remodifiers • 'Wh' questions 	The learner should be able to answer revision questions correctly.	<ul style="list-style-type: none"> • Silent reading • Writing • Marking 	<ul style="list-style-type: none"> • Pictures 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 208 • Teacher's Book 1 page 88 	
	4	Writing	A public notice	The learner should be able to write a public notice using the correct format and language.	<ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking 	<ul style="list-style-type: none"> • Posters 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 210 • Teacher's Book 1 page 89 	
	5	Reading	Intensive reading	The learner should be able to write a simple and clear poem.	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Pictures • Readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 210 • Teacher's Book 1 page 89 	

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	LESSON	TOPIC	SUB-TOPIC	OBJECTIVES	LEARNING/TEACHING ACTIVITIES	LEARNING/TEACHING RESOURCES	REFERENCES	REMARKS
WEEK 12	6	Writing	A paragraph	The learner should be able to arrange given sentences into meaningful paragraphs.	<ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Audio tapes from KIE • Extracts from readers 	Head Start Secondary English <ul style="list-style-type: none"> • Student's Book 1 page 210 • Teacher's Book 1 page 89 	